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chapters to the other great groups of animals, including six chapters of Part I on the vertebrates. Part II, pp. 232-330, deals with animal physiology, while Part III is in a large measure devoted to evolution and heredity. The book is an admirable treatment from the point of view of science, but shows little tendency to the industrialization or socialization of biology that marks such books as Hodge's *Civic Biology* or Hunter's *Civic Biology*. It marks no advance, but is rather a reversion to an old type of text.

Three texts in general science are to be added to the output that seemed quite adequate already. Brownell's *Textbook in General Science* (P. Blakiston's Son & Co., \$1.00), *Introduction to the Study of Science* by Smith and Jewett (Macmillan, \$1.40), and *The Science of Everyday Life*, by Van Buskirk and Smith (Houghton Mifflin Co., \$1.40). The title of the last book seems to describe adequately the content of all of them. All are quite voluminous, running from nearly four hundred to over six hundred pages. All contain much exceedingly interesting material, and if it be the purpose of first-year science to acquaint the pupil with his environment, certainly it would be hard to find a corner of said environment left untouched by such texts. *The Science of Everyday Life* is divided into parts, units, projects, problems, and topics. To label "Air and Fire" a project does violence to the term. The problems and individual projects given seem admirable. The units are "Air and How We Use It," "Water and How We Use It," "Foods and How We Use Them," "Protection—Homes and Clothing," "The Work of the World."

What to teach in general science is apparently being determined by the trial-and-error method. On this basis we may welcome these new trials, only hoping that the real educative values of science may not be lost in a maze of interesting reading.

II. BOOK NOTES AND REVIEWS

*A new book on vocational civics.*¹—Teachers who are interested or engaged in the work of vocational guidance in the eighth or ninth grade, whether as a separate subject or as a phase of civic training, are painfully aware of the dearth of suitable material in this vital field. All such will give a cordial welcome to this admirable little book.

After an introductory discussion of the importance of a right choice of one's life-work, there are chapters on the following industries and occupations: government service; earth occupations—agriculture, forestry, mining, and

¹ FREDERICK MAYOR GILES and IMOGENE KEAN GILES, *Vocational Civics*. New York: Macmillan, 1919. Pp. viii + 252. \$1.30.

fisheries; transferring occupations—transportation and banking; manufacturing and the building trades; commercial occupations, including advertising; the professions—law, medicine, teaching, journalism, social service, library, engineering, chemistry; and personal services—dressmaking, millinery, tailoring, hotels, restaurants, musicians, artists, and actors. The concluding chapter summarizes in an effective way the personal qualifications essential, or desirable, for success in all occupations.

In treating each occupation, the authors as a rule discuss the chief qualifications necessary for success, the extent and kind of preparation required, the opportunities for advancement afforded, and the disadvantages incurred. In a volume of this size the treatment of each occupation is necessarily brief. But, in general, the pitfall of abstract generalizations into which so many fall who attempt brevity has been avoided. In fact, one of the most admirable qualities of the book is the skilful use of appropriate anecdote and illustration to make important truths concrete.

Each chapter is supplied with questions and problems of more than ordinary merit. A list of "references for further reading" is also given; most of the works cited are up to date and of distinct value. Their utility, however, would be increased in some instances if specific pages or chapters were given.

The book contains pictures which really illustrate the subject-matter. The style leaves little to be desired; it is well within the understanding of the pupils for whom it is intended. Mechanically the volume is pleasing. It is printed on good paper and in clear type; the binding unfortunately is too weak for a school text. All in all, the book is excellent.

Some recent books on the World War and reconstruction.—The youthful readers have been more or less neglected in the majority of the books and articles that have appeared during the past four years to explain the World War and its consequences. To fill the gap in this sort of material a reading book for children in the upper grammar grades has recently appeared.¹ The volume is made up of stories of the World War which are intended to set before the reader the war's unparalleled deeds of heroism with the aims and ideals which have inspired them. The stories are well selected and well graded. The language is clear and simple. The pronunciation of the proper name is taken care of in an excellent pronouncing vocabulary at the close of the book. The volume should meet with immediate success.

During the summer of 1918 Professor W. H. Hobbs, of the University of Michigan, delivered a course of lectures on patriotism at the University of

¹ J. G. THOMPSON and INEZ BIGWOOD, *Lest We Forget: World War Stories*. Chicago: Silver Burdett & Co., 1918. Pp. viii + 347.